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Hyannis Normal School

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1920

Fall Term opens September 15, 1920
Spring Term opens January 31, 1921

SUMMER SESSIONS

First Section opens June 29, 1920
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THE CAMPUS.

STATE NORMAL SCHOOL

AT

HYANNIS, MASS.

CATALOGUE AND CIRCULAR
FOR 1920

SUMMER AND WINTER SESSIONS

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1920

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approved by the
Supervisor of Administration.

DEPARTMENT OF EDUCATION.

PAYSON SMITH, ... *Commissioner of Education.*

Advisory Board of Education.

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Division of Elementary and Secondary Education and Normal Schools.

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Divisions and Schools under the Department.

Division of Elementary and Secondary Education and Normal Schools.
Division of Vocational Education.
Division of University Extension.
Division of Education of Aliens.
Division of Public Libraries.
Division of the Blind.
Teachers' Retirement Board.
Massachusetts Nautical School.
Massachusetts Agricultural College.
Bradford Durfee Textile School, Fall River.
Lowell Textile School.
New Bedford Textile School.

FACULTY.

(Winter Session, 1919–20.)

W. A. Baldwin, B.S., Principal. Educated at Oswego Normal School, Harvard University, Cornell University, Chicago University.

Julia A. Haynes, A.B. Educated at Wellesley College, Marine Biological Laboratory, Woods Hole, University of Michigan.

Angie M. Faunce,[1] A.A.G.O. Educated at Boston University and New England Conservatory.

Charles H. Morrill, B.S. Educated at Bridgewater Normal School, Harvard University.

Minerva A. Laing. Educated at Oswego Normal School, Massachusetts Institute of Technology.

Hannah M. Harris, Ph.B. Educated at Farmington Normal School, Cornell University, University of Pennsylvania.

Annie S. Crowell, B.S. Educated at Hyannis Normal School, Harvard University, Columbia University. (Substitute, Barbara Webster. Educated at Boston School of Physical Education, 1919–20.)

Bessie E. Goff, B.S.[1] Educated at Simmons College.

Katharine C. Cotter, Secretary and Librarian.

Hyannis Training School.

William G. Currier, B.H., Principal, grades 8 and 9. Educated at International Young Men's Christian Association College, Hyannis Normal School.

Anastasia McMullen, grades 6 and 7. Educated at Fitchburg Normal School.

Emilie S. Sears, grades 5 and 6. Educated at Hyannis Normal School.

Carrie B. Dean, grade 4. Educated at Bristol Academy, Hyannis Normal School.

Florence Nichols, grade 3. Educated at Gorham Normal School.

Bessie A. Morse, grade 2. Educated at Hyannis Normal School.

Grace V. Rowland, grade 1, Principal, Primary Department. Educated at North Adams Normal School.

West Yarmouth Training School.

Mary Clemmey, grades 1 to 4. Educated at Hyannis Normal School.

Abbie C. Nickerson, grades 7 to 8. Educated at Hyannis Normal School.

Other Officers.

Bessie E. Goff, Matron of Dormitory.

Almon L. Mason, Engineer and Janitor.

Joseph R. Murray, Assistant Engineer and Janitor.

Robert Murray,[1] Gardener.

Jack Huhtanen, Assistant Gardener.

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[1] Part-time service.

FACULTY.

(First Session of the Double Summer Session, June 29 to July 30.)

List of Subjects and Instructors.

Psychology, Henrietta V. Race, Instructor in Psychology, Louisville Normal School, Louisville, Ky.

Pedagogy, Charles H. Morrill, Instructor, State Normal School, Hyannis. Pedagogy will be given in connection with every subject, but it will be particularly emphasized in the geography course which will be given by Mr. Morrill, who has given the pedagogy for several summers very acceptably.

Project Work with Demonstration Classes for Kindergarten and Primary Grades, Ruth Bristol, Supervisor of Kindergartens, Ethical Culture School, New York City, assisted by Hazel Swan, Instructor of Kindergarten Training class, Worcester, Mass.

Methods in Primary Reading and Language, Bessie A. Morse, Instructor, Training School, Hyannis.

Methods in Primary Arithmetic, Lena L. Carpenter, First Assistant in charge, Margaret Fuller School, Jamaica Plain, Mass.

Methods in Citizenship for the First Six Grades, Hannah M. Harris, Instructor in History and Social Study, Normal School, Hyannis.

Methods in Music, Augustus Zanzig, Instructor in Music, Ethical Culture School, New York City.

Methods in Art Instruction, Instructor to be announced.

Methods in Physical Training and Playground Work, Annie S. Crowell, Instructor in Physical Education, State Normal School, Hyannis.

Project Work and Socialized Recitation Work for Upper Grades, Alma McCrumm, Instructor, Lowell Normal School.

Methods in Junior High School Work, Charles E. Finch, Director of Junior High Schools, Rochester, N. Y.

Methods in Community Civics for Junior and Senior High Schools, Horace Kidger, Instructor in Civics and History, Newton Technical High School, Newton, Mass.

Methods in English for Junior High School Grades, James M. Grainger, Instructor in English, State Normal School, Farmville, Va.

Methods in Geography for Junior High School Grades, Charles H. Morrill, Instructor in Geography, State Normal School, Hyannis.

Methods in Cooking and Sewing for Junior High School Grades, Elizabeth C. Condit, Supervisor of Household Science, Pratt Institute, Brooklyn, N. Y.

Methods in Industrial Work for the Grades, Elizabeth Hoxie, Instructor in the New Bedford Anti-Tuberculosis School, New Bedford.

Methods in School Garden Work, Julia A. Haynes, Instructor in Biology, State Normal School, Hyannis.

Methods in Mental Measurements, Ben Wood, Instructor in mental measurements and Assistant to Professor Thorndike, Teachers' College, Columbia University, New York City.

Methods in Supervision for Superintendents, Principals and Other Supervisory Officers. — First Week, Harvey S. Gruver, Superintendent of Schools, Worcester. Second and third weeks, Clarence H. Dempsey, Superintendent of Schools, Haverhill. Fourth week, Burr F. Jones, Agent, Department of Education. Fifth week, Frank W. Wright, Department of Education, Boston.

FACULTY.

(Second Session of the Double Summer Session, August 2 to September 1.)

List of Subjects and Instructors.

America — Americanism — Americanization, An analysis and a consideration of principles, procedures, and points of view. Charles F. Towne, assisted by Charles M. Herlihy and Philip Davis.

Teaching of Classes for Immigrant Women, Mary Guyton.

Special lectures will be given by —

John J. Mahoney, Supervisor of Americanization for the State Department of Education.

Mary A. Mugan, Assistant Superintendent of Schools, Fall River.

Dennis A. McCarthy, Poet-lecturer.

G. W. Tupper, Secretary of the State Executive Committee of the Y. M. C. A.

M. J. Downey, Director of Americanization for the City of Boston.

Methods in teaching English to the Immigrant will be given if the demand is sufficient. Instructors to be announced.

Methods of Instruction in Continuation Schools, Owen D. Evans, Director of Boston Continuation Schools, and other instructors.

Methods in Biology, Julia A. Haynes, Instructor in Biology, State Normal School, Hyannis.

Methods in Art Instruction, Minerva A. Laing, Instructor in Art, State Normal School, Hyannis.

Methods in Geography, Charles H. Morrill, Instructor in Geography, State Normal School, Hyannis.

Psychology, Henrietta V. Race, Instructor in Psychology, Louisville Normal School, Louisville, Ky.

CALENDAR.

1919.

Sept. 8–9. — Monday and Tuesday, second entrance examinations.
Sept. 10. — Wednesday, school year begins.
Nov. 26. — Wednesday night, Thanksgiving recess begins.
Dec. 1. — Monday night, Thanksgiving recess ends.
Dec. 19. — Friday night, Christmas recess begins.
Dec. 29. — Monday night, Christmas recess ends.

1920.

Jan. 23. — Friday night, fall term ends.
Jan. 26. — Monday morning, spring term begins.
Mar. 26. — Friday night, Easter vacation begins.
Apr. 5. — Monday night, Easter vacation ends.
June 8–9. — Tuesday and Wednesday, first entrance examinations.
June 11. — Friday, Commencement exercises.
June 29. — Summer session (first session) begins.
July 31. — Summer session (first session) ends.
Aug. 2. — Summer session (second session) begins.
Sept. 1. — Summer session (second session) ends.
Sept. 8–10. — Bridgewater conference.
Sept. 13–14. — Monday and Tuesday, second entrance examinations.
Sept. 15. — Wednesday, fall term begins.
Nov. 24. — Wednesday, Thanksgiving recess begins.
Nov. 29. — Monday night, Thanksgiving recess ends.
Dec. 24. — Friday, Christmas recess begins.

1921.

Jan. 3. — Monday night, Christmas recess ends.
Jan. 28. — Friday, fall term ends.
Jan. 31. — Monday morning, spring term begins.

State Normal School,

HYANNIS, MASSACHUSETTS.

THE CAPE COD NORMAL SCHOOL.

CONTINUOUS SESSION.

Vacations seem desirable and should come once in eight or ten weeks, but why should school people take ten or twelve weeks of vacation at a time every summer when lawyers, doctors and business men are satisfied to get away for a week or two?

At Hyannis an effort is made to build up the physical side while encouraging the growth of mind and morals.

The Hyannis Normal School was established in 1894 and received the first class into its regular session in September, 1897, and the first summer class in July, 1898. Every year since the school has been in session during the regular school year for thirty-eight weeks, and during the summer session for five weeks, or forty-three weeks per year.

NEW DEPARTURE.

Beginning with the summer of 1920 there is to be a double summer session, adding five more weeks to the school year, and making it include forty-eight weeks of school work, the terms running as follows: —

Fall term,	September 10 to January 23.
Spring term,	January 25 to June 11.
Summer terms: —	
First term,	June 29 to July 30.
Second term,	August 2 to September 1.

This will make a continuous session with brief respites at Christmas and Easter time, and before and after the double summer session.

FLEXIBILITY OF COURSES.

This arrangement will allow of much flexibility: —

1. Students may be received in September, January, July or August and fit into classes which are then starting.

2. Students may attend during the fall and spring terms, September to June, for two years, and thus secure a two-year diploma.

3. Students may attend during the fall and spring terms and the double summer session of the first year, continue through the fall term of the second term, then go out and teach during the spring term, and return and take the double summer session of the second year, thus securing the two-year diploma.

4. Teachers with three years or more of successful experience may come for two double summer sessions and the intervening fall and spring terms, thus securing a two-year diploma with the loss of but one year of teaching.

5. Teachers of three years or more of successful experience who have received some professional training in a reputable normal school may receive due credit to count toward a diploma.

Members of the regular normal school faculty take five or ten weeks for recreation or study at convenient times during the year, and teach during one or both parts of the summer session.

SIMPLE HYGIENIC LIVING.

The continuous session is not appropriate for any one who is not living each day so that he may live the next.

One of the grave dangers of modern life is the too prevalent belief that one may lead an erratic life so long as he balances things up some time. He may go without sleep, overwork, "burn the candle at both ends" all through the school year, if only he will rest all summer. This belief leads otherwise intelligent and conscientious people to excuse in themselves all sorts of erratic doings. For instance, they think that pressure of work will warrant them in doing without regular

physical exercise for weeks. They excuse themselves for late and irregular hours because some conventions in connection with a social function demanded extra time for preparation. They think that having labored with their hands in their childhood, they need no more of such hard experiences. We are striving to correct these false theories, and to build up the ideal of a simple, balanced life, to be led as a student and later as a teacher. To lead such a life one must plan for it, and he needs to plan as carefully for his exercise as for his eating and sleeping. He must remember that the soul and body are so intimately bound together that whatever affects one affects the other. Every day should contain at least one and a half hours of productive physical labor, an hour or more of play in the open air, ample time for one's meals, about eight hours of sleep and about eight hours of mental labor. If every teacher would keep about this kind of a balance throughout the year, increasing the proportion of physical labor and of play on Saturdays and of open-air exercise on Sundays and holidays, with such modifications as climatic changes and differences in personal health demanded, he would be stronger physically, clearer in his thinking, more sympathetic in his dealings with his fellow men, and he would have accomplished much more work at the end of each year; and, better still, he would have come to experience in his daily life that rare joy which always attends the life of a man of simple tastes. "The spirit of the world, the great calm presence of the Creator, comes not forth in the sorceries of opium or of wine. The sublime vision comes to the pure and simple soul in a clean and chaste body."

INDIVIDUAL INSTRUCTION EMPHASIZED.

The small size of the school during the fall and spring terms makes possible close contact between instructors and pupils, so that sympathetic participation is much in evidence. Then, too, the instructors have fewer class recitations and devote more time to working with individuals, especially in connection with their work in the training school.

HYANNIS EDUCATIONAL IDEALS.

All of the school work is planned with an idea of aiding the student to think about his own life, to understand more and more of the laws in the physical and social world of which he is a part, and to gradually readjust his life in accordance with these laws. It is believed that every student who responds thoroughly to this kind of education is being prepared in the best way to attempt the same kind of educational work with young children.

An opportunity for such application is given during the last part of the course, when each student devotes a part of his time to practice school work under close supervision.

THE PRESENT NEEDS OF THE STUDENT THE BASIS.

We therefore approach the training of teachers from the standpoint of the present needs of the student, using present experiences as a basis and reason for science, literature and art. The selection is made from the standpoint of immediate character developing. We are not inclined to change the curriculum by cutting out subjects so much as by changing the method of approach. We are not inclined to make the work less scientific or intensive so much as more practical and more a means of real present growth. The tendency has been to emphasize each subject *per se*, as furnishing a special kind of information which was to be put into a separate pigeonhole. We are trying to select the subject and the part of the subject from the standpoint of the present need of the growing soul; that which will be assimilated and become a very part of the student; that which, on the thought side, becomes a generalization or a modification of a generalization, — a step in the process of thought development; that which, on the feeling side, adds a new interest or a modification of an interest, — a step in the process of feeling development; that which, on the physical side, helps to build up a strong body, to make it more and more amenable to the suggestions of the soul; that which, on the side of habit, both physical and

A SEDAN CHAIR AND COSTUMES PLANNED AND CONSTRUCTED BY STUDENTS IN CONNECTION WITH A DRAMA GIVEN BY THEIR LITERARY SOCIETY.

mental, helps to replace bad habits by new ones, and such as are more in accord with the best thought of modern civilization.

The Dormitory Life. — The student coming into our dormitory life finds a group of teachers and fellow students living together with much of the family spirit. The food is simple but varied, well cooked and abundant. There is regularity in eating, sleeping and study.

Much attention is paid to the social side of student life, especially during the early part of the school year.

Beside the regular, everyday interchange of amenities common in the usual boarding school, much is done in the way of simple, informal socials, when the whole school meet on Friday night for a frolic. This may take various forms, from a quiet progressive game party or an evening when each is engaged in some industrial occupation, to a rollicking time like a Hallowe'en party in the woods, or a sleighing party topped off with maple sugar on snow.

The life of our students is very full, from the rising hour at 6.30 to the retiring hour at 10, but the work and play are so varied and so intermingled that the students improve in health, and are for the most part happy, thoughtful and earnest.

Stages in the Development of the Normal School Student.

The following is a brief statement of the successive stages through which the normal school student progresses in each subject taken at the normal school: —

1. The student brings to us varied experiences and habits.

2. The student comes into an environment which has been planned with the purpose of furnishing him with new and desirable experiences, such that he may subconsciously begin to readjust.

3. As he begins consciously to compare the new with the old the teacher comes to his aid, helping to assemble not only his own experiences, but, by means of laboratory and books, to extend the list, and to use these in thinking toward a generalization.

4. Care is taken that the thinking shall be so related to the life of the student and of society that the right attitude is gained.

5. If the former steps have been properly taken the student is gradually being transformed.

6. Having been transformed himself, the student next turns his attention to the problem of supervising the transformation of little children.

7. He finds that the same steps through which he has passed are needed in the development of the young children.

OPPORTUNITY FOR SELF-HELP.

Another important feature of our school is the opportunity during the regular course to earn and to borrow money. In this way a promising student who can bring $55 to pay for the board of the first quarter may go through the school without much assistance from home. A large per cent of the women and all of the men do manual labor in and about the school buildings and grounds, thereby earning substantial sums. This helps to bring about a fine spirit of sympathy and co-operation throughout the school, so that our students are very apt to go out into their own schools very thoroughly imbued with the spirit of service.

APPLICATION FOR ADMISSION.

It is advisable that application be made soon after January 1, and that certificates be forwarded early in June.

REQUIREMENTS FOR ADMISSION TO MASSACHUSETTS NORMAL SCHOOLS.

I. Candidates for admission to a Massachusetts State normal school must have attained the age of seventeen years, if young men, and sixteen years, if young women (for admission to the household arts course at the Framingham Normal School, an age of at least eighteen years is required); must be free from diseases or infirmities which would unfit them for the office of teacher; and must present certificates of good moral character. They must also submit detailed records of scholar-

ship from the principal of the high school, or other school in which preparation has been made, showing the amount of time given to individual subjects and the grade therein, and such additional evidence of qualifications for the calling of a teacher as the Department of Education may require.

II. A candidate for admission as a regular student to a general course must present a diploma of graduation from a high school, or its equivalent, and, in addition, must offer satisfactory evidence of preparation in the subjects listed under "A," "B" and "C," amounting to 14 units, 10 of which units, however, must be in subjects given under "A" and "B," secured either by examination or certification. A unit represents a year's study in any subject in a secondary school, constituting approximately one-quarter of a full year's work.

A. *Prescribed Subjects.* — Three units.

(1) English literature and composition,	3 units.

B. *Elective Subjects.* — At least 7 units from the following subjects: —

(2) Algebra,	1 unit.
(3) Geometry,	1 unit.
(4) History,	1, 2 or 3 units.
(5) Community civics,	½ or 1 unit.
(6) Latin,	2, 3 or 4 units.
(7) French,	2 or 3 units.
(8) Spanish,	2 units.
(9) German,	2 or 3 units.
(10) Drawing,	½ or 1 unit.
(11) Physics,	1 unit.
(12) Chemistry,	1 unit.
(13) Biology, botany or zoölogy,	½ or 1 unit.
(14) Physical geography,	½ or 1 unit.
(15) Physiology and hygiene,	½ or 1 unit.
(16) General science,	½ or 1 unit.
(17) Stenography,	1 or 2 units
(18) Manual training,	1 unit.
(19) Commercial geography,	½ or 1 unit.
(20) Arithmetic,	½ or 1 unit.
(21) Bookkeeping,	1 unit.
(22) Household arts,	1, 2 or 3 units.

For the present, the topics included within the foregoing subjects will be such as are usually accepted by Massachusetts colleges for entrance. The outlines submitted by the College Entrance Examination Board (substation 84, New York City) will be found suggestive by high schools.

C. *Additional Subjects.* — At least 5 units from any of the foregoing subjects, or from other subjects approved by the secondary school towards the diploma of graduation of the applicant. Work in any subject approved for graduation, in addition to that for which credit is secured by examination or certification, may count towards these 5 units.

III. A. *Examinations.* — Each applicant for admission, unless exempted by the provisions of sections IV. and V., must pass entrance examinations in the subjects as required under "A" and "B." Examinations in these subjects will be held at each of the normal schools in June and September of each year. Candidates applying for admission by examination must present credentials or certificates from their schools to cover the requirements under "C," and will not be given examinations in these subjects. Persons not able to present these credentials must obtain credit for 15 units by examinations in the subjects listed under "A" and "B."

B. *Division of Examinations.* — Candidates for admission to a normal school may take all of the examinations at once, or divide them between June and September. A candidate will receive permanent credit for any units secured by examination or certification. Students who have completed the work of the third year may present themselves in either June or September for examination in five of the ten units included under II. B, English excluded.

IV. *Admission on Certificates.* — A graduate of a public high school approved by the Department of Education for purposes of certification to a State normal school may be exempted by the principal of the normal school from examination in any of the subjects under "A" and "B" in which the principal of the high school shall certify that the applicant is

entitled to certification in accordance with standards as defined by the Department of Education, as follows: —

A high school in Class A may [1] certificate [2] to a State normal school any graduates in subjects in which they have a mark of A or B.

A high school in Class B may [1] certificate [2] to a State normal school only those graduates who are in the upper half [3] of the graduating class, and have attained a mark of A or B in at least 10 of the 15 units counted toward graduation from high school.

Credits secured by any candidate from the Board of Regents of the State of New York, or for admission to any college in the New England College Entrance Certificate Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, either by examination or certification, or in the examinations of the College Entrance Examination Board, shall be accepted towards the total of 10 units under "A" and "B."

In addition to units granted by certification candidates must present credentials for subjects under "C."

V. *Admission of Special Students.* — (*a*) When in any normal school, or in any course therein, the number of students entered as regular students and as advanced students at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may authorize the admission as a special student of an applicant who, being otherwise qualified, and who, having taken the entrance examinations, has failed to meet the full requirements provided in the regulations of the Department, but who,

[1] The principal of a high school is expected to certificate to a normal school only such pupils as are, in his judgment, reasonably likely to succeed in the normal school and in teaching.

[2] Candidates whose certificates are accepted by the principal of the normal school are exempted from entrance examinations in those subjects in which they have secured in the last year of work in that subject a mark of A or B, or a mark upon which the school certificates to colleges in the New England College Entrance Certificate Board.

[3] The upper half of a graduating class shall, for this purpose, consist of those pupils who have obtained the highest rank as determined by counting for each pupil in the graduating class the number of units in which he has secured the mark of B increased by twice the number of units in which he has secured the mark of A.

nevertheless, is recommended by the principal of the normal school as, in his estimation, qualified to become a teacher. Such a special student shall be given regular standing only when he shall have satisfied all admission requirements, and when his work in the school, in the estimation of the principal, justifies such standing. The principal of the normal school shall report annually in October to the commissioner as to all special students. Certificates may be granted to special students, in accordance with regulations approved by the Department.

(*b*) When in any normal school, or in any course therein, the number of students entered as regular students, as advanced students, and as special students, as defined in (*a*), at the opening of any school year is below the maximum number for which the school has accommodations, the commissioner may, subject to such special regulations as may be approved by the Department, authorize the admission to any class as a special student, on the recommendation of the principal, of a person possessing special or exceptional qualifications for the work of such class. Such special student shall not be considered a candidate for a diploma until he shall have qualified as a regular student, but may, on the satisfactory completion of the work of the course, be granted a certificate to that effect by the Department. The principal of the normal school shall report annually in October to the commissioner as to all special students in the school under the provisions of this section.

VI. *Admission as Advanced Students.* — A graduate of a normal school or of a college, or any person with not less than three years' satisfactory experience in teaching, may be admitted as a regular or as an advanced student to any course under such regulations as may be approved by the Department.

SCHEDULE OF ENTRANCE EXAMINATIONS.

TUESDAY, JUNE 8, 1920.

Morning.		*Afternoon.*	
8.30– 8.45.	Registration.	1.30–2.30.	Drawing, stenography.
8.45–10.30.	English.	2.30–4.00.	Latin, arithmetic.
10.30–11.30.	Geometry.	4.00–5.00.	General science, community civics, current events.
11.30–12.30.	Household arts, manual training.		

WEDNESDAY, JUNE 9, 1920.

Morning.		*Afternoon.*	
8.15– 8.30.	Registration.	1.30–2.30.	Algebra.
8.30–10.00.	French, German, Spanish.	2.30–3.30.	Chemistry, physics.
10.00–11.30.	History.	3.30–4.30.	Physiology, bookkeeping.
11.30–12.30.	Physical geography, commercial geography.	4.30–5.30.	Biology, botany, zoölogy.

MONDAY, SEPT. 13, 1920.

Morning.		*Afternoon.*	
8.30– 8.45.	Registration.	1.30–2.30.	Drawing, stenography.
8.45–10.30.	English.	2.30–4.00.	Latin, arithmetic.
10.30–11.30.	Geometry.	4.00–5.00.	General science, community civics, current events.
11.30–12.30.	Household arts, manual training.		

TUESDAY, SEPT. 14, 1920.

Morning.		*Afternoon.*	
8.15– 8.30.	Registration.	1.30–2.30.	Algebra.
8.30–10.00.	French, German. Spanish.	2.30–3.30.	Chemistry, physics.
10.00–11.30.	History.	3.30–4.30.	Physiology, bookkeeping.
11.30–12.30.	Physical geography, commercial geography.	4.30–5.30.	Biology, botany, zoölogy.

Wednesday, Sept. 15, 1920, 8.15 A.M., normal schools open.

PHYSICAL EXAMINATION.

A physical examination is required of every applicant for admission. This examination is sufficiently thorough to afford a fair estimate of the health and physique of the candidate.

CURRICULUM.

Name and Number of Courses.	Number of Weeks.	Periods Weekly of —		
		Recitation.	Laboratory or Teaching.	Expected Outside Preparation.
First Year.				
History and Social Science 1 (Social Study),	18	3	–	4
English Language 1 (Composition),	18	2	–	2⅔
	18	2	–	2⅔
Literature 1 (Modern English Literature),	18	3	–	4
Drawing 1,	18	2	–	2⅔
	18	3	–	4
Music 1,	36	1	–	–
Music 3 (Chorus),	36	1	–	–
Practical Arts 1 (Euthenics),	10	1	2⅔	–
Practical Arts 2 (Cooking),	10	–	2⅓	1
Practical Arts 3 (Sewing),	15	–	2⅓	1
Practical Arts 4 (Woodworking),	18	–	2⅔	–
Practical Arts 5 (Reed and Raffia Work),	10	–	2	2
Science 1 (Chemistry),	18	3	2⅓	2
Science 2 (Physics),	18	5	2⅓	3⅓
Science 3 (Biology),	36	2	2⅓	1⅓
Science 4 (Minerals),	18	2	2⅓	1⅓
Physical Education 1,	18	–	4	–
Physical Education 2 (Hygiene),	18	3	2⅔	2
Physical Education 3,	18	1	5⅓	⅔
Education 1 (Psychology),	18	3	–	4
Education 2 (Pedagogy),	18	2	–	2⅔
Second Year.				
Mathematics 1 (Number Methods),	10	2	–	2⅔
Mathematics 2 (Arithmetic Methods),	10	2	–	2⅔
Geography,	18	5	2⅔	3⅓
History and Social Science 2 (American History and Civics),	18	4	–	5⅓
English Language 2 (Primary Reading Methods),	10	2	–	2⅔
English Language 3 (Language Methods),	9	2	–	2⅔
English Language 4 (Grammar School Reading Methods),	9	2	–	2⅔
English Language 5 (Penmanship Methods),	10	1	–	1⅓
Literature 2 (Children's Literature),	18	2	–	2⅔
Drawing 2 (Drawing Methods),	18	3	–	4
Music 2,	18	1	–	–
Music 3 (Chorus),	36	1	–	–
Physical Education 4,	18	5⅓	–	¼
Physical Education 5,	9	2	–	1⅓
Physical Education 6,	18	½	1	⅔
Education 3 (History of Education),	18	3	–	4
Education 4 (School Management),	18	2	–	2⅔
Practice Teaching,	18	–	25	10

Advanced Courses.

Whenever students of sufficient promise and number desire to go beyond the work of the two years' curriculum a class will be formed.

The aim of the work offered will be to better prepare students to do departmental work or to prepare for principalships and supervisory work.

MATHEMATICS.

Mathematics 1. Methods in primary number for teachers in elementary schools. Miss Rowland.

Second year. Ten weeks; two recitation periods weekly; outside preparation, two and two-thirds periods weekly.

The aim of this course is to study the methods of teaching arithmetic in the primary grades. The principles discussed in class are illustrated in model lessons observed in the training school.

Mathematics 2. Methods in grammar school arithmetic for teachers in elementary schools. Miss Crowell.

Second year. Twelve weeks; two recitation periods weekly; outside preparation, two and two-thirds periods weekly.

The aim of this course is to point out aims, methods and means of teaching arithmetic in grammar grades. Model lessons are observed in the training school as a basis for classroom discussions. Much time is devoted to the writing of lesson plans and to developing the power to question logically.

HISTORY AND SOCIAL SCIENCE.

History and Social Science 1. Introductory social study, — a course for teachers in elementary schools. Miss Harris.

First year. Eighteen weeks; three recitation periods weekly; outside preparation, average four periods weekly.

The aims of this course are: (1) To make the student conscious of his own relations to the common life of some of the most important social groups of which he is a member, — the family, the school, the town, the State; to direct his observation of familiar facts of such group life; to enable him, by aid of discussion and of reading, to arrive at a few general conclusions whose application will increase his social serviceableness.

(2) To emphasize the social aims of all education, and to suggest those opportunities and means for realizing this aim which may be found by a teacher in the elementary public schools.

History and Social Science 2. American history and civics, — a course for teachers in elementary schools. Miss HARRIS.

Second year. Eighteen weeks; four recitation periods weekly; outside preparation, average five and one-third periods weekly.

The aims of this course are: (1) To increase the student's interest in his social and political environment, his understanding of this environment, and his capability of reacting healthfully upon it. (2) To suggest ways in which the biographical material of history may be utilized in the lower grades to build up for the younger children personal ideals, and ways in which both this and other material from history may be so chosen and so treated in the upper elementary grades as to contribute to the social, especially civic, ideals of the older children.

ENGLISH LANGUAGE.

English Language 1. Course in oral and written composition for teachers in elementary schools. Miss HARRIS and Miss HAYNES.

First year. Thirty-six weeks; two recitation periods weekly; outside preparation, average two and two-thirds periods weekly.

The aim of this course is to train students to think clearly and to express their thoughts well in speech and in writing. To this end the concrete experiences of the pupils, their reading, and other serviceable material will be used.

English Language 2. Methods in primary reading for teachers in elementary schools. Miss ROWLAND.

Second year. Ten weeks; two recitation periods weekly; outside preparation, two and two-thirds periods weekly.

The aim of this course is to acquaint the class with the best methods of teaching reading in the first four grades. Students discuss model lessons observed in the training school and plan lessons for teaching reading in these grades.

English Language 3. Methods in language work for teachers in elementary schools. Miss HARRIS.

Second year, first term. Nine weeks; two recitation periods weekly; outside preparation, average two and two-thirds periods weekly.

The following are the subjects discussed: the aims of language work in the elementary schools, the methods suited to this work, its correlation with other work and the ground to be covered in each grade. The students prepare plans for lessons in the different grades, and these plans are criticized by the class and by the instructor.

English Language 4. Methods in reading for grammar grades, — a course for teachers in elementary schools. Miss HARRIS.

Second year. Nine weeks; two recitation periods weekly; outside preparation, average two and two-thirds periods weekly.

The attempt is made in this course to show by illustration and by suggestion how reading should be taught in the grammar grades. The mental processes involved in the act of reading, procedure tending to cultural results, drill required for improving technique, and principles governing the selection of reading matter are the main phases of the subject which receive attention.

English Language 5. Methods in penmanship for teachers in elementary schools. Miss MORSE.

Second year, first term. Ten weeks; one recitation period weekly; outside preparation, one and one-third periods weekly.

The aims of this course are to give the students power to write neatly and legibly upon the blackboard, and to prepare them to teach this subject in the public school.

DRAWING.

Drawing 1. Introductory course in drawing for teachers in elementary schools. Miss LAING.

First year. Thirty-six weeks; two recitation periods weekly during first term and three recitation periods weekly during second term; outside preparation, two and two-thirds periods weekly during first term and four periods weekly during second term.

The course aims to give training in ability to see correctly forms and colors and to express in drawing what is seen; to lead the student to appreciate relation of beauty and fitness; to develop taste (and æsthetic judgment) in the use of colors, of textures and in design; and to lead to a keener appreciation of manifestations of harmony in color or form in life.

Drawing 2. Method course for teachers in elementary schools. Miss LAING.

Second year, first term. Eighteen weeks; three recitation periods weekly; outside preparation, four periods weekly.

This course aims to instruct students in methods of teaching each of the several aspects of drawing in the elementary grades. It includes, also, practice in blackboard sketching and the planning and working out of several forms of constructive work adapted to use in the elementary grades.

MUSIC.

Music 1. Methods in music for teachers in elementary schools. Miss FAUNCE.

First year. Thirty-six weeks; one recitation period weekly.

Music 2. Methods in music for teachers in elementary schools. Miss FAUNCE.

Second year, first term. Eighteen weeks; one recitation period weekly.

The object of Courses 1 and 2 is to give students confidence and therefore greater efficiency in their class work by acquiring (1) accurate knowledge of the subject-matter; (2) the ability to do themselves what they will require of their pupils; (3) more critical judgment, by means of which they will be able to recognize and correct errors; (4) a practical command of methods.

Music 3. Chorus singing by the whole school. Miss FAUNCE.

First and second years. Seventy-two weeks; one recitation period weekly.

PRACTICAL ARTS.

Practical Arts 1 (Euthenics). Introductory household arts course for teachers in elementary schools. Miss GOFF.

First year. Ten weeks; one recitation period weekly; outside preparation and practice, average two and two-thirds periods weekly.

The aim of this course is to help our students to a practical realization of the best methods of keeping their dormitory rooms and conveniences and school rooms clean, neat and orderly.

Practical Arts 2. Cooking course for teachers in the elementary schools. Miss GOFF.

First year. Ten weeks; two and one-third laboratory periods weekly; outside preparation, average one period weekly.

The aim of this course is to acquaint our students with the basic principles of cookery, and to apply these principles to the cooking of such foods as are in common use in the home. Part of the time is devoted to the consideration of methods of teaching cooking in the grades of rural schools.

Practical Arts 3. Sewing course for teachers in elementary schools. Miss GOFF.

First year, second term. Fifteen weeks; two and one-third laboratory periods weekly; outside preparation, average one period weekly.

The aim of this course is to prepare teachers for teaching sewing in the grades of the elementary schools. Students are required to make certain types of practical articles adaptable to grade work. The students consider methods of teaching sewing as well as the actual sewing.

Practical Arts 4. Manual training course for teachers in elementary schools. Mr. Morrill.

First year. Eighteen weeks; two and one-third laboratory periods weekly; no outside preparation.

The aim of this course is to acquaint the students with the common tools used in woodworking, the use of working drawings, the preparation and finish of woods, with some suggestions as to the principles which shall determine the kind of work done in elementary grades.

Practical Arts 5. Methods in handwork, such as weaving, hammock making, cane seating, reed and raffia work, etc., for teachers in elementary schools. ————

First year. Ten weeks; two laboratory periods weekly; outside preparation, about two periods weekly.

The aim of this course is to train teachers to deal properly with manual work appropriate for the elementary schools.

SCIENCE.

Science 1. Content and method course in chemistry for teachers in elementary schools. Miss Laing.

First year, first term. Eighteen weeks; three recitation periods weekly; two and one-third laboratory periods weekly; outside preparation, two periods weekly.

The aim of the course is to lead the student, through study of chemical action observed in his every-day life, as combustion in its relation to lighting and heating, fermentation and the action of acids and bases in their relation to cooking, etc., to an interpretation of chemical law; to lead him to formulate chemical principles and to apply them in meeting the needs of his life as student and teacher.

Science 2. Physics course for teachers in elementary schools. Mr. Morrill.

First year, second term. Eighteen weeks; five recitation periods weekly; two and one-third laboratory periods weekly; outside preparation, three and one-third periods weekly.

The aim of this course is to explain phenomena of every-day life, to give a reasonable basis for facts met in other subjects and in the life of the elementary school, and to acquaint the student with scientific reasoning for his own cultural development.

Science 3. Biology for teachers in elementary schools. Miss HAYNES.

First year. Thirty-six weeks; two recitation periods weekly; two and one-third field or laboratory periods weekly; outside preparation, one and one-third periods weekly.

The aim of this course is to make students acquainted with the living things about them in such a way as to broaden their sympathies, to make their own lives richer, and to increase their helpfulness as members of the community in which they live. The course is at once cultural and practical. Throughout the year there is constant study of plants and animals in their natural surroundings, or living under practically normal conditions in garden and laboratory. Vegetable and flower gardens are made; the relation of birds, insects, weeds and fungous diseases to man is studied. The students collect, clean and test seeds, spray, prune and graft trees, and take an active part in the control of insect pests of the shade and forest trees of the town. Methods are studied throughout the course.

Science 4. Content and method course in minerals for teachers in elementary schools. Miss LAING.

First year, second term. Eighteen weeks; two recitation periods weekly; two and one-third laboratory or expedition periods weekly; outside preparation, one and one-third periods weekly.

The course purposes to further the natural interest of the student in the minerals most nearly related to his life; to lead to an intelligent appreciation of the industrial importance of minerals; to supplement school garden work by study of soils in their relation to minerals, and of soil conditions favorable to plant growth; and to lead the student to observation of surface forms and to interpretation of them as the result of such dynamic forces as frost, running water, wind, etc.

PHYSICAL EDUCATION.

Physical Education 1. Introductory course in physical training for teachers in elementary schools. Miss CROWELL.

First year, first term. Eighteen weeks; four exercise periods weekly.

The aim of this course is to acquaint students with forms of formal gymnastics, folk-dancing, games and sports that are suitable for use in elementary schools. Much of the work is done out of doors.

Physical Education 2. Course in hygiene for teachers in elementary schools. Miss CROWELL.

First year, first term. Eighteen weeks; three recitation periods weekly; two and one-third laboratory periods weekly; outside preparation, two periods weekly.

The aim of this course is to help students to interpret their own experiences through a study of the structure and functions of the human body and to apply their knowledge to every-day living.

THE NORMAL SCHOOL UNITES WITH THE TRAINING SCHOOL FOR MAY DAY EXERCISES UNDER THE WILLOW.

Physical Education 3. Preliminary course in methods in physical training for teachers in elementary schools. Miss CROWELL.

First year, second term. Eighteen weeks; one recitation period weekly; five and one-third exercise periods weekly; outside preparation, two-thirds of a period weekly.

The aim of this course is to point out the values of various forms of physical training, and to train students in the technique of leading groups of people in formal gymnastics, folk-dancing and games. Practice in teaching fellow students is provided.

Physical Education 4. Methods in physical training for teachers in elementary schools. Miss CROWELL.

Second year, first term. Eighteen weeks; five and one-third periods weekly; outside preparation, average one-fourth of a period weekly.

The aim of this course is to direct students in observation and practice in teaching children gymnastics, folk-dancing and games. Students observe the work of the regular teachers in the training school and assist in teaching.

Physical Education 5. Methods in hygiene for teachers in elementary schools. Miss CROWELL.

Second year, second half of first term. Nine weeks; two recitation periods weekly; outside preparation, one and one-third periods weekly.

The aim of this course is to help students to see ways in which the public school may influence the health of children, and to plan how to inspire and encourage children to practice various phases of hygienic living.

Physical Education 6. Course in playground supervision for teachers in elementary schools. Miss CROWELL.

Second year, second term. Eighteen weeks; one recitation period fortnightly; two playground periods fortnightly.

The aim of this course is to point out the possibilities of play as a form of training, and to give actual practice in playground work.

EDUCATION.

Education 1. Introductory course in educational psychology for teachers in elementary schools. Mr. BALDWIN.

First year, first term. Eighteen weeks; three recitation periods weekly; outside preparation, four periods weekly.

The aim of this course is to aid students to understand the more obvious mental activities, and thus to give them a basis for the study and practice of modern pedagogy.

Education 2. Course in pedagogy for teachers in elementary schools. Mr. Baldwin.

First year, second term. Eighteen weeks; two recitation periods weekly; outside preparation, two and two-thirds periods weekly.

The aim of this course is to help the student to understand what is meant by method, and how the proper method always grows out of the natural relations which exist between the development of the human mind and the study of the subject under consideration.

Education 3. Course in history of education for teachers in elementary schools. Mr. Baldwin.

Second year, first term. Eighteen weeks; three recitation periods weekly; outside preparation, four periods weekly.

The aim of this course is to review the principles of psychology and pedagogy and to give to them additional emphasis, breadth and strength by giving them an historical setting and by connecting their development with the evolution of human thought.

Education 4. Course in school management for teachers in elementary schools. Mr. Baldwin.

Second year, second term. Eighteen weeks; two recitation periods weekly; outside preparation, two periods weekly.

The aim of this course is to aid the students to understand the principles underlying the school management which is being applied, both in the normal school and in the training school, and how they may apply these same principles in their own schools.

LITERATURE.

Literature 1. Course in modern English and American literature for teachers in elementary schools. Miss Harris.

First year, first term. Eighteen weeks; three recitation periods weekly; outside preparation, average four periods weekly.

The aim of this course is to increase the student's appreciation, not only of books, but also of certain aspects of nature and of life whose realization is believed to be cultural in the deeper sense of the word. These aspects have been forcefully or attractively dwelt upon in the work of some modern authors whose appeal to the interest of young men and women is vital, but who have written also for children. About one-third of the time is spent on this literature for children.

Literature 2. Course in children's literature. Miss HARRIS.

Second year, second term. Eighteen weeks; two recitation periods weekly; outside preparation, average two and two-thirds periods weekly.

The aim of this course is to make the young teacher not only acquainted at the outset with a considerable body of children's literature, but also able to select wisely the additional literature that new occasions will demand.

GEOGRAPHY.

Geography. Methods course for teachers in elementary schools. Mr. MORRILL.

Second year. Eighteen weeks; five recitation periods weekly; two and one-third laboratory periods weekly; outside preparation, three and one-third periods weekly.

The aim of this course is to give the student a knowledge of elementary laws of physiography, and acquaint him with the best methods of teaching geography in the elementary schools.

PRACTICE TEACHING.

Practice Teaching. Observation and teaching in the practice school, for teachers in elementary schools.

Second year, second term. Eighteen weeks; about twenty-five recitation periods weekly; outside preparation, about ten periods weekly.

The aims are to furnish students illustrations of good teaching, and to train these students in planning and giving lessons to children for whose welfare they are temporarily responsible, and in all of those details which are necessary in a good school.

STUDENTS' LOAN FUND.

This fund shall, so far as practicable, be used to loan, in such sums and to such students of the State normal school at Hyannis as the trustees may, after careful investigation, consider proper recipients of such loans.

The personal note of the pupil receiving the loan, with or without indorsement, payable in five years or less, with interest at 4 per cent, shall be taken and held by the trustees.

STATE AID.

The State appropriates $4,000 per annum for the normal schools, which is given to promising pupils who are unable, without assistance, to meet all their expenses; but no one receives such assistance till the second term of the course.

Any one desiring to obtain assistance through the students' loan fund or the State aid fund should apply to the principal of the school for the proper blanks.

GUSTAVUS HINCKLEY FUND.

The income from the Gustavus Hinckley Fund is now available, and is being used to aid promising students who need such assistance.

FREE TUITION.

Residents of Massachusetts declaring their intention to teach in the State will not be required to pay tuition; but each pupil from another State shall pay at the beginning of each half-year session the sum of $25 for the use of the school.

BOARDING HALL.

Non-resident students are expected to board in the dormitory or in private families approved by the principal.

The State has erected, furnished and keeps in repair this fine building without expense to the students; all money paid for board is therefore expended for provisions and service; thus first-class accommodations and excellent board are furnished at a very low rate. The cost to students for the current school year ending June 11, 1920, is $220 for the school year of forty weeks. Board is payable quarterly, in advance, *i.e.*, $55 at the beginning of each ten weeks of the school year.

The cost of provisions is so uncertain that it does not seem wise to promise that this rate will be continued during the coming school year. It is, however, safe to say that only such increase will be made as is demanded by the increased cost of food.

FURNITURE.

Each boarder is expected to furnish bedding, towels, napkins and napkin ring and clothes bag. It will be well for each to bring four pillow cases, three sheets, two blankets and one coverlet. Every article of clothing must be distinctly and indelibly marked with the owner's name.

OTHER EXPENSES.

Textbooks and reference books are loaned to the students free of charge, but they are expected to pay for any damage to books or furniture which they may be using, to buy their own paper and notebooks and to pay for breakage in the laboratory work. The total of such expenses for a year is only a few dollars.

THE PLAN FOR STUDENT PARTICIPATION IN THE GOVERNMENT OF THE STATE NORMAL SCHOOL AT HYANNIS, ADOPTED BY THE SCHOOL IN THE FALL OF 1918.

A student council shall be the representative body, chosen from the student body, acting with the principal and faculty in suggesting rules and regulations, and aiding in any way to make the school more efficient in all its activities.

The council shall consist of a student from each floor of the dormitory, one from those living outside of the dormitory, and one chosen by the faculty. A chairman and a secretary shall be chosen by the council from its members.

The council shall be chosen at the beginning of the fall term and the beginning of the spring term.

The council shall meet once in two weeks by notice from the chairman. Every third meeting shall be held with the principal. Special meetings may be called by the chairman or the principal of the school.

Rules and regulations shall be drawn by the council at the beginning of each school year.

Any rules or regulations drawn by the council shall be submitted to the faculty, and if approved shall then be submitted to the student body. A majority vote of the school puts the rule into force. Rules may be amended by a two-thirds vote of the school.

RULES AND REGULATIONS DRAWN UP BY THE COUNCIL ON SEPT. 24, 1918.

1. There shall be a study hour on Monday, Tuesday, Wednesday and Thursday evenings. For the present it shall be from 7 to 9.30 P.M.

2. The dormitory shall be quiet at 10 P.M., and all its lights shall be out at 10.15 P.M.

3. The piano or other musical instruments shall not be played between the hours of 2.30 and 5 P.M. on Sundays. During other hours music shall be played that is in keeping with the day.

4. Students shall not leave their own rooms during study hour, except as is absolutely necessary.

5. A chairman for each of the standing committees shall be chosen from the council by the council members. The chairman shall be permitted to choose two assistants from the student body, and may ask for any advice from the faculty.

AMENDMENTS BY THE SCHOOL, JAN. 2, 1919.

Whereas, We realize that we are here for education, and that education means progress, — progress, too, in many lines of thought and activity not included in classroom work, — and whereas we recognize that we can best approach our ideal through the combined efforts of the entire school family; therefore be it —

Resolved, That we make the following amendments to the plan for student government already in effect: —

1. In addition to the student council as constituted, there shall be elected by the council an advisor from the faculty who shall meet with the council and take an active part in all the work of the council, including that of its subcommittees.

This advisor shall be elected within one week of the election of the council to serve for one term, and shall not be re-elected in the same school year.

2. The council shall appoint the following committees to consist in each case of a chairman who is a member of the council and two other students: —

(*a*) A social committee, which shall assist in all that relates to making the social life of our school helpful and agreeable and to increasing the social accomplishments of its members.

(*b*) An athletic committee, which shall assist in the athletic interests of the school.

(*c*) A housekeeping committee, which shall assume the responsibility of seeing that the school building and the dormitory parlors are kept attractive and homelike.

3. In order that there may be a closer bond between the faculty and the student body, the student body shall be divided by lot into five groups. The men of the school shall form one group to meet with one of the men teachers. Each group shall have its faculty member, who shall also be chosen by lot. These groups and their members from the faculty shall be chosen every term. They shall meet at least once a month, at a time and place decided upon by the group.

These meetings shall be very informal, and shall be for the purpose of freely discussing all matters relative to the improvement of school conditions and personal characteristics.

Further, it is hoped that out of this association there may grow helpful personal conferences between individuals and their group advisor.

THE SCHOOL A FAMILY.

A plan is being gradually evolved by which most of the domestic work of the school is done by the teachers and students. Each person takes care of his own room at the dormitory. Some of the students wait on the table, wash dishes, clean floors and do other work similar in character. These receive compensation in accordance with the amount of work performed.

THE SCHOOL AND THE PUBLIC.

The school holds itself in readiness to respond to calls from the superintendents and teachers of the vicinity for any assistance which it can render. It welcomes all interested visitors to its sessions or to inspect its equipment. Rooms are gladly provided for teachers' meetings and for lectures which are of a distinctly educational value.

For particulars regarding the regular or summer sessions, address the principal.

DOUBLE SUMMER SESSION, 1920.

Purpose. — To meet the needs of the teachers of an evolving Democracy.

Every person engaged in education needs to be continually readjusting.

> New occasions teach new duties; Time makes ancient good uncouth;
> They must upward still, and onward, who would keep abreast of Truth.

In 1919 the number of students in attendance was more than double that of 1918. Nearly every student promised to return in 1920 and to induce one or two others to come. This, with an increased demand for teachers in Americanization and the new law compelling the establishment of continuation schools, seems to warrant the expectation that the attendance for 1920 will be much larger than in 1919.

For this and other reasons which will be stated later it has been decided to offer a double summer session consisting of two five-week sessions. The work of the first session, June 29 to July 30, will be similar in character to that of former summer sessions. The second session will be devoted mainly to courses in Americanization and methods in continuation schools.

Teachers now in service who have not a Massachusetts normal school diploma will find courses planned especially to meet their needs in both sections of the summer session.

HYANNIS FISHING BOATS.

A course in the Theory and Practice of Teaching Household Arts in State-aided schools, and a course in Methods for Evening Practical Arts, will be given from July 12 to August 20.

The work in psychology and pedagogy, and in primary methods, will be closely related to the work done by the children in the demonstration classes.

A limited number of experienced primary school teachers will be registered for observation, teaching and conferences in connection with our demonstration classes.

The work here offered is so varied that teachers of all grades from the kindergarten to college, teachers of special schools, and supervisors and superintendents of schools may each and all find work adapted to their needs, and get into touch with the latest in pedagogy.

It is usually more satisfactory not to try to arrange the details of one's program before arrival at Hyannis, unless one has been a member of the school in former summers.

Each of the regular courses here offered requires two forty-five-minute recitation periods each school day and two or more hours of study. The recitation period is devoted mainly to discussions participated in by students and teacher. Earnest students are thus guided in their thinking and study so that they are glad to spend many hours upon the preparation work.

We earnestly advise each student to take such a program that he may spend his forenoons and evenings in study and devote the whole or a large part of the afternoons to sailing, bathing or frolics on the beach; or to tramping, bicycling or automobiling over the attractive, well-kept roads.

Expenses.

Tuition will be free to all who live in the State or who teach in the State; to others the nominal fee of $10 will be charged for the five weeks of each session.

Use of books and equipment of the school will be free.

Books, paper and laboratory materials will be furnished at cost. Materials for industrial work and sewing will be some-

what greater than for other supplies, with the understanding that articles made become the property of the student.

Board and furnished room, with heat and light (no personal washing), two single beds in each room, at the dormitory, $40 for the session. Board without room, $35 for the session.

Other Information.

Any student occupying a room at the dormitory is expected to bring sheets for single bed, pillow cases, towels, napkins, clothes-bag and napkin ring. Students are expected to care for their own rooms.

Rooms at the dormitory are all engaged, and there is a long waiting list. Table board may be had. A limited number of those who cannot secure rooms at the dormitory may be accommodated in tent-houses in the field adjoining and take their meals at the dormitory. The charge for one of these tent-houses is $20 for the session, and each house must be occupied by two people and may be occupied by three or four, the expense to be divided among those who occupy the house.

The people of Hyannis have the reputation of being very cordial to the members of the summer session. Many of them open their houses and rent their rooms at a reasonable rate. Those teachers who have been here before often engage their rooms in advance. For those who are new it is usually more satisfactory to come early and to select a room after seeing it. Furnished rooms in the village cost from $1.50 to $5 per week.

A colony of twenty-four tent-houses is located on high ground at the bathing beach. These houses are made of wood except for windows at the sides, which are covered with cloth. These tent-houses are comfortably furnished for light housekeeping. The price of these tent-houses at the beach is as follows: —

Single house, per season,	$30
Single house, per session,	25
Single house, per week,	5
Double house, per season,	60
Double house, per session,	50
Double house, per week,	10

Applicants desiring the tent-houses at the beach are advised to apply as early as possible. Preference will be given to instructors and superintendents with their families.

Registration and assigning of rooms and boarding places will occur on Monday, June 28. School opens at 8 A.M. on Tuesday, June 29.

It seems desirable to have it understood by all who contemplate attending this school that it is a *real school* established and supported by the State for the professional training of those who are now or expect to be teachers or superintendents in the State. It is, in fact, a State normal school, and is administered on that basis.

Students are expected to conform to such simple regulations as seem to the student body and the faculty desirable for the proper management of the school. A few regulations have been found necessary in connection with the dormitory, so that those who desire to study evenings may have some quiet, uninterrupted hours for the same.

Character of the Work.

The work will be like the regular work of the school year. The same amount of study, of lecture room and of laboratory time will be required in each subject.

Students may take one or two subjects, but the work must be intensive in each.

The work is so planned that it is not possible to take more than two of the heavier subjects, and students are earnestly advised to take but one.

Credits allowed.

Due credits will be allowed for work which has been done in other normal schools or in colleges.

Teachers in service may be allowed to offer their experience between the successive summer sessions in lieu of practice in the training school.

Diplomas granted.

Credit will be given for each subject that is satisfactorily completed. A diploma will be awarded when the amount of work done by the student is equal to that required in the regular course.

The time required for earning a diploma will depend upon the former preparation and upon the amount and character of work in this school.

Admission.

Superintendents, supervisors and teachers of maturity who have been in service for two or more years, and graduates of four-year courses in high schools who have taught one year, will be admitted without examination.

Graduates of high schools and teachers of less than the above required experience who desire to teach in the State may be admitted without examination, but without entrance examinations cannot be assured that they will receive credit to count toward a diploma.

For list of instructors and courses, see Summer Session Faculty.

LIST OF STUDENTS, REGULAR SESSION.

Seniors.

Atkins, Mary,	Pleasant Lake.
Besse, Lillian M.,	Fairhaven.
Bond, Alice E.,	Hyannis.
Burns, Ethel M.,	Norwell.
Doane, Edna R.,	South Orleans.
Eldridge, Helen V.,	Chatham.
Lema, Mary E.,	Provincetown.
Madeiros, Charlotte,	Edgartown.
Riedell, Christine C.,	North Plymouth.
Warner, Marjorie A.,	South Yarmouth.

Juniors.

Bacon, Gertrude,	Hyannis.
Francis, Marguerite,	Yarmouthport.
Gardner, Ruth,	Apponaug, R. I.
Gomes, Anna,	Tiverton, R. I.
Hamblin, Forest C.,	Marstons Mills.
Henderson, Frank,	Provincetown.
Higgins, Katharine K.,	Marstons Mills.
Jason, Catherine B.,	Provincetown.
Lewis, Myrtle L.,	Centerville.
Morris, Mary,	Provincetown.
Nickerson, Abbie F.,	Eastham.
Nickerson, Madge E.,	East Harwich.
Peak, Phyllis E.,	Hyannis.
Perry, Nora,	Provincetown.
Phillips, Bertha M.,	Harwichport.
Prince, Helen B.,	Franklin.

Specials.

Dean, Beatrice,	Fairhaven.
Flocken, Robert H.,	Taunton.
Freeman, Faustina,	Provincetown.
Holliday, J. W.,	West Dennis.
Huber, Wesley G.,	Hyannis.
Jason, Justin F.,	Provincetown.
Little, Mildred L. M.,	Providence, R. I.
Littlefield, Mildred,	Foxborough.
Lowney, Cecilia,	Somerset.
Lumiansky, Rebecca,	New Bedford.
Smith, Priscilla D.,	Hyannis.
Ward, Sarah N.,	Amherst.
Williams, Eva H.,	Hyannis.
Samperio, Arthur H.,	Mexico.

SUMMER SESSION STUDENTS, 1919.

Adams, Aroline W.,	Salem.
Adams, Emily F.,	Weston.
Adams, Helen B.,	Waltham.
Adams, Ida May,	Revere.
Albisetti, Josephine M.,	Barre, Vt.
Aldrich, Ruth M.,	Plymouth, Vt.
Ambler, Miriam L.,	Natick.
Ames, Augusta R.,	Rockland.
Andrew, Pauline M.,	Hadley.
Annis, Lilla L.,	Buckfield, Me.
Austin, Mary K.,	Dorchester.
Ayer, Dorothy M.,	Winchester.
Baird, Jean F.,	Oak Bluffs.
Baldwin, Fred H.,	South Dennis.
Baldwin, Lena Marguerite,	South Dennis.
Bancroft, Grace L.,	Worcester.
Barker, Mary H.,	Worcester.
Barrett, Ellen De S.,	Newburyport.
Barron, Frances E.,	Cambridge.
Bartlett, Edith P.,	Marshfield Hills.
Bartlett, Helen M.,	Nantucket.
Bates, Viva L.,	Huntington.
Beard, Edith H.,	Natick.
Beatty, Elizabeth,	Bridgewater.
Belding, Alice H.,	Worcester.
Bemis, Clara L.,	Worcester.
Bemis, Nettie M.,	Haverhill.
Bennett, Lydia A.,	Leonia, N. J.
Berglund, Alvina L.,	Rehoboth.
Black, Florence K.,	Beverly.
Bodwell, Marion I.,	Methuen.

Boice, Hazel M.,	Brookline.
Boland, Frances L.,	Pittsfield.
Boothby, Lona E.,	Portland, Me.
Boynton, Alice B.,	West Newbury.
Breen, Delia M.,	Worcester.
Briggs, Rita F.,	Keene, N. H.
Brooks, May L.,	Worcester.
Bruce, Rachel S.,	Fitchburg.
Bryant, Mildred C.,	Brockton.
Bryn, Elisabeth S.,	Plainfield.
Burckes, Anna W.,	Waltham.
Burdett, Helen H.,	Keene, N. H.
Burpee, Ethel T.,	Boston.
Butler, Anna A.,	Lynn.
Butler, Olive,	Boston.
Buzzell, Enid L.,	Bridgewater.
Buzzell, Gladys M.,	Bridgewater.
Cahill, Esther E.,	Allston.
Callahan, Julia F.,	Lynn.
Cannon, Esther M.,	Dorchester.
Capron, Lillian M.,	Springfield.
Carpenter, Mary E.,	Spencer.
Carr, Alice G.,	Woburn.
Chapin, Mary I.,	Boston.
Chase, Melissa,	Beverly.
Chase, Sarah M.,	Brookline.
Chevigny, Elizabeth M.,	Montello.
Child, Susan E.,	Brockton.
Clark, Alice,	Bridgewater.
Cleary, Mary T.,	Cambridge.
Clifford, Della M.,	Lynn.
Cochran, Margaret,	Milford.
Cohen, Betty B.,	Cambridge.
Coleman, Anna C.,	Troy.
Coleman, Grace A.,	Worcester.
Collamore, Edna A.,	Worcester.
Connell, Catherine G.,	Worcester.
Connolly, Mary A. E.,	Boston.
Connors, Elizabeth P.,	Watertown.
Connors, Mary A.,	Brookline.

Corson, Carrie M.,	Lynn.
Cosgrove, Margaret L.,	Dorchester.
Craffey, Frances E.,	Westborough.
Crouse, Anna L.,	Weston.
Crowell, Joseph E.,	West Dennis.
Cruse, Frances,	South Easton.
Currier, William G.,	Hyannis.
Curtis, Ruth M.,	Bridgewater.
Dagle, Ellen C.,	Gloucester.
Dagle, Evelyn C.,	Gloucester.
Daisy, Mildred K.,	Fitchburg.
Dalton, Maude E.,	Norwood.
Dame, Rosetta F.,	Lakeport, N. H.
Davis, Mary,	Clinton.
Dean, Beatrice,	Fairhaven.
Dean, Clara R.,	Revere.
Dean, Mary E.,	Revere.
Deane, Bertha L.,	Woodmere, L. I.
Delano, Lovicy M.,	Marion.
Denny, Thomas J.,	Hyannis.
Desmond, Elizabeth L.,	Harvard.
Devine, Agnes,	Bridgewater.
Donaldson, M. S.,	Brockton.
Dorman, Alice M.,	Somerville.
Driscoll, Anna F.,	Whitinsville.
Duffin, Rose,	Lowell.
Dunnells, Clifford W.,	Andover.
Dwyer, Mary M.,	Brighton.
Eberhardt, Alice H.,	Needham.
Elkins, A. L.,	Haverhill.
Elliott, Eleanor,	Bridgewater.
Fales, Annie E.,	Westborough.
Farwell, Mable S.,	Worcester.
Fernandes, Margaret,	New Bedford.
Fernandes, Marie,	New Bedford.
Fisher, Mattie L.,	Westborough.
Flagg, Helen V.,	Mansfield.
Fogg, Harriet M.,	Attleboro.
Fox, Agnes G.,	Salem.
Fox, Marguerite A.,	Mansfield.

Franklin, Grace,	Attleboro.
French, Edward S.,	Reading.
French, E. Dora,	Reading.
Gallup, Gladys A.,	Springfield, Vt.
Gammans, Harold W.,	Brookline.
Gammons, Ruth M.,	Bridgewater.
Gardner, Adaline A.,	Somerville.
Garrity, Marguerite M.,	Abington.
Gately, Mary M.,	Cambridge.
Gilderdale, Maude C.,	Colrain.
Gilmore, Cecilia G.,	Peabody.
Glancy, Mary E.,	Needham.
Glass, Mable E.,	Silver Lake.
Goodspeed, Madge L.,	Worcester.
Gorman, Katherine A.,	Providence, R. I.
Gorman, Mary A.,	Providence, R. I.
Goward, Marian C.,	North Easton.
Grainger, Mary E.,	Knoxville, Tenn.
Graves, Alice M.,	Presque Isle, Me.
Gray, Myrtle A.,	Townsend Harbor.
Greer, Jeanette,	New Bedford.
Hadley, Mary A.,	Templeton.
Hall, Helen M.,	Orleans.
Hall, Henry W.,	Falmouth.
Hallett, Evelyn W.,	Detroit, Mich.
Hammond, Adelaide P.,	Worcester.
Hammond, Grace DeWolfe,	Haverhill.
Hannigan, Margaret E.,	Brockton.
Hannigan, Winnifred G.,	New Bedford.
Harmon, Lou M.,	Ashfield.
Harney, Marion,	Framingham.
Harrod, Warren K.,	Worcester.
Hastings, Elsie A.,	Westborough.
Hawes, Edna F.,	Winchester.
Hayes, Eliza P.,	Edgewood, R. I.
Hedberg, Agnes H.,	Malden.
Herlihy, Mary E.,	New Bedford.
Hickey, Rose M.,	Cambridge.
Hickok, Jesse E.,	Brooklyn, N. Y.
Higgins, Alice C.,	Woburn.

Hinchcliffe, Priscilla G.,	Stoneham.
Hofman, Hazelfern,	Attleboro.
Homer, Sadie V.,	Fall River.
Horgan, Nellie C.,	Lawrence.
Horton, Esther H.,	Mansfield.
Hosie, Hazel J.,	Franklin.
Hosie, Helen M.,	Franklin.
Howe, Elizabeth A.,	Lawrence.
Howlett, Abbie M.,	Southbridge.
Hoxie, Lucy,	Newburyport.
Huber, Wesley G.,	Hyannis.
Hurley, Helen V.,	Fall River.
Ingalls, Inez F.,	Boston.
Ingalls, Irene H.,	Boston.
Johnson, Dr. Frances L.,	Lynn.
Johnson, Harry A.,	Boston.
Kaan, Frances W.,	Somerville.
Keith, Anna M.,	Bridgewater.
Kelley, Anna F.,	Cambridge.
Kelley, Anna L.,	Salem.
Kelly, Winifred E.,	North Attleborough.
Kent, Mary D.,	Brockton.
Kerr, Mary,	Weston.
Kimball, Genenia M.,	Belchertown.
Kring, Alida,	Boston.
Lafley, Florence R.,	Lynn.
Landry, Emile,	Worcester.
Lane, Alice R.,	Bridgewater.
LaPiana, Angeline L.,	Cambridge.
Larrabee, Herbert A.,	Peabody.
Laughton, Adele L.,	Boston.
Laughton, Mary S.,	Boston.
Lavin, Katharine M.,	Boston.
Leach, Cora M.,	Bridgewater.
Leighton, Eva F.,	Brockton.
Lewis, Phebe,	Westerly, R. I.
Lincoln, Lillian V.,	Framingham.
Litchfield, Dorothy G.,	North Scituate.
Litchfield, Mildred D.,	North Scituate.
Little, Anna M.,	South Dartmouth.

Littlefield, Mildred,	Foxborough.
Llewellyn, Blanche,	Rockland, Me.
Long, Marion E.,	Brockton.
Loomis, Sarah A.,	Centerville.
Lovering, Harriet H.,	Holyoke.
Lowney, Cecilia A.,	Somerset.
Lumiansky, Rebecca,	New Bedford.
Lyman, Cassius S.,	Framingham Centre.
Lyman, Warren B.,	Hopkinton.
McCarthy, Ruphine A.,	Arlington Heights.
McCorrison, Clara E.,	Warren, R. I.
McCoy, Frank E.,	Lynn.
McDermott, Catherine E.,	Lowell.
McDonough, Katherine L.,	Warren, R. I.
MacDougall, A. L.,	Marlborough.
MacDougall, Wm. J.,	Marlborough.
McGourty, Annie V.,	Worcester.
McGrath, Annie T.,	Worcester.
McNeeland, Emma J.,	Bridgewater.
Maher, Margaret E.,	Worcester.
Malley, L. Irene,	Cohasset.
Manning, Mabel M.,	Marblehead.
Mansfield, Marion,	Rockland.
Marble, Earl M.,	Somerset.
Marshall, Ethel N.,	Brockton.
Martin, Marian A.,	Marblehead.
Martin, May C.,	Weymouth.
Mathews, Phebe E.,	Somerville.
Maynard, Gertrude,	Providence, R. I.
Mears, Eva M.,	Gloucester.
Mears, Florence L.,	Gloucester.
Mellen, Mortimer H.,	Cliftondale.
Mevis, Gladys W.,	Lowell.
Meyer, Dorothea L.,	Roxbury.
Millington, William H.,	Maynard.
Minard, Bessie B.,	Georgetown.
Morton, Sylvia S.,	Conway.
Morris, Agnes,	Boston.
Morris, Eva C.,	Boston.
Moseley, Ruth B.,	Needham.

Moynihan, Ellen E.,	Worcester.
Moynihan, Mary C.,	Worcester.
Mullane, Helen J.,	Dorchester.
Mullaney, Angeline,	Hyannis.
Needham, Caroline F.,	Dorchester.
Nelson, Inez A.,	Gloucester.
Ogden, Jessie L.,	Fall River.
O'Hara, Abigail L.,	Worcester.
O'Leary, Ellen J.,	Worcester.
O'Leary, Mary B.,	Worcester.
Oliver, Andrew,	Boston.
Orem, Mary E.,	Brighton.
Osborne, Carver,	West Dennis.
Owens, Josephine M.,	Taunton.
Packer, Audrey E.,	Swansea.
Paine, Doris,	Palmer.
Paine, Gladys,	Palmer.
Parker, Alvin D.,	Bellows Falls, Vt.
Parsons, J. S.,	Canaan, Conn.
Parsons, Lillian R.,	Canaan, Conn.
Patterson, Wilhelmina,	Salem.
Pease, Maude A.,	Pike, N. H.
Pennington, Rachel E.,	Presque Isle, Me.
Perkins, A. Mabel,	Central Falls, R. I.
Perkins, Betsy H.,	Attleboro.
Perrin, Vernette L.,	Attleboro.
Perry, Marion R.,	Weston.
Perry, Nellie A.,	Holyoke.
Pinkert, Edna L.,	Malden.
Poole, Marion C.,	Hudson.
Pratt, E. L.,	Roxbury.
Pratt, Helen,	Shrewsbury.
Prendergast, Mary E.,	Southbridge.
Price, Wilfrid H.,	Watertown.
Provain, Idalia,	West Harwich.
Putnam, Ruth L.,	Holden.
Quinn, Julia A.,	Worcester.
Quinn, Mary A.,	Worcester.
Reed, Flora B.,	Acton.
Regnier, Hortense E.,	Springfield.

Reid, Reta J.,	Medford.
Reilly, Mary Winifred,	Coopers Mills, Me.
Rice, Florence S.,	Fitchburg.
Rice, Bertha W.,	Wilbraham.
Richards, Bertha M.,	Blandford.
Ripley, Ethel M.,	Westford.
Roberts, Mildred C.,	Springfield, Vt.
Roche, Lilian G.,	Worcester.
Rogers, Elizabeth L.,	Quincy.
Rogers, Martha A.,	Lynn.
Rome, Bessie,	Worcester.
Rome, Sophie,	Worcester.
Ross, Nettie E.,	East Providence.
Rourke, Mrs. E. A.,	Chicopee.
Ruggles, Anne Holmes,	Boston.
Russell, Arlena F.,	Brockton.
Rutherford, Helena K.,	Oakham.
Ryan, Alice G.,	Jamaica Plain.
Sampson, Helen M.,	Plymouth.
Sargent, Harriett B.,	Gardner.
Sargent, Ruth E.,	Groveland.
Sargent, Ruth M.,	Westford.
Sawyer, Elizabeth,	Brookline.
Sawyer, Mabel A.,	Lunenburg.
Schmidt, Claudia,	South Manchester, Conn.
Schmidt, Elsa E.,	Salem Depot, N. H.
Sears, Emilie S.,	East Dennis.
Sears, Harold C.,	Danvers.
Shanahan, Minnie A.,	Peabody.
Shattuck, Harriett E.,	Pepperell.
Shaugnessy, Caroline,	Wareham.
Sheridan, Anne,	Wellesley Hills.
Sheridan, Katherine,	Wellesley Hills.
Shute, Jennie E.,	Malden.
Slack, Ruth M.,	West Woodstock.
Sleeper, Elizabeth A.,	Fitchburg.
Small, Madaline,	Roslindale.
Smith, Alice C.,	Everett.
Smith, Clara G.,	Attleboro.
Smith, Ida J.,	Danvers.

Smith, Marian L.,	Uxbridge.
Solon, Anna,	Pittsfield.
Solon, Elizabeth L.,	Pittsfield.
Somerby, Frank S.,	Newburyport.
Southwick, Mary J.,	Brockton.
Spare, Susan F.,	New Bedford.
Staudenmayer, Clara A.,	Jamaica Plain.
Stevenson, Anabelle E.,	Gloucester.
Steves, Emma L.,	Boston.
Stone, Pauline H.,	Greenfield.
Stretton, Ruth H.,	Woburn.
Stuart, Flora M.,	Bridgewater.
Stuart, Grace H.,	Newton.
Stuart, Mary,	Newton.
Sullivan, Frances A.,	Ware.
Sullivan, Grace L.,	Foxborough.
Sullivan, M. Elizabeth,	Fitchburg.
Swain, Helen D.,	Lowell.
Swan, G. Hazel,	Worcester.
Sylvia, Helen M.,	Provincetown.
Taft, Katherine H.,	Worcester.
Taylor, Edith P.,	Roxbury.
Taylor, Harriett E.,	Newtonville.
Taylor, James B.,	Newtonville.
Thayer, Harriett E.,	Conway.
Thibodeau, Jeanette B.,	Brockton.
Thompson, Susie G.,	Framingham.
Thrasher, Avis,	Roslindale.
Tighe, Miriam A.,	Salem.
Tilton, Cordelia W.,	Brockton.
Tingley, Ruth H.,	Tewksbury.
Tolman, Ethel D.,	Rockland.
Tolman, Maria W.,	Rockland.
Tracey, Dorothy C.,	Hinsdale.
Traill, Annie H.,	Attleboro.
Tranfaglia, Etta M.,	Dorchester.
Trumbull, Florence V.,	Dalton.
Veazie, Roslind,	Hyannis.
Vieira, Margaret,	New Bedford.
Waite, Mary L.,	Melrose.

Warfield, Myra T.,	Worcester.
Warner, Grace,	Suffield, Conn.
Warren, Arthur,	Worcester.
Webster, Elisabeth S.,	West Somerville.
Weeden, Effie A.,	Quincy.
Wellington, Helen L.,	Belmont.
Wellington, Sara,	Belmont.
West, Helen A.,	Brookville.
West, Helen K.,	Haverhill.
Wetherbee, Mabel W.,	Boxborough.
Weymouth, Blanche,	Laconia, N. H.
White, Katherine E.,	Worcester.
Whitlock, Martha L.,	Worcester.
Whitney, Jessie P.,	Belmont.
Whittemore, Edwin J.,	West Somerville.
Whittier, Nellie,	Taunton.
Wilbor, Chester H.,	Chelsea.
Willard, Etta F.,	Fitchburg.
Wilson, Blanche M.,	Charlemont.
Winn, Mary A.,	Newton Centre.
Winship, Hazel,	Stoughton.
Winslow, Marcia M.,	Norwood.
Wood, Celia M.,	Springfield.
Woodruff, Alice B.,	Holliston.
Woodsom, Helen J.,	Amesbury.
Woodward, Lovina H.,	Framingham.
Yorke, Gertrude C.,	Portland, Me.

Students of Two-Week Courses.

Anderson, Ann L.,	Fall River.
Bates, Adaline,	Hathorne.
Buckley, Mary F.,	Boston.
Burnham, Frances A.,	Allston.
Chambers, Charlotte V.,	East Dedham.
Clement, Alice W.,	Boston.
Corson, Edith M.,	Newfield, Me.
Donovan, Mary F.,	Concord Junction.
Ellis, Josephine,	Boston.
Fielding, Ann B.,	Brighton.

Fisher, Doris,	Waquoit.
Fitzgerald, Katharine,	Roxbury.
Fogg, Katherine E. K.,	Newbury.
Hadley, Mildred E.,	Everett.
Humphrey, Katherine E.,	Lowell.
Keane, Alice M.,	Jamaica Plain.
Kelleher, Agnes G.,	Natick.
Kelley, Ruth R.,	Boston.
Kelley, Teresa,	Natick.
Longdyke, Grace B.,	Malden.
Marks, Catherine C.,	Brighton.
McCue, Anna B.,	South Boston.
Mealey, Catherine C.,	Arlington.
Murphy, Agnes C.,	Dorchester.
Nash, Lucy H.,	Allston.
Nichols, Margaret A.,	Hathorne.
O'Connell, Mary L.,	Boston.
O'Donnell, Mary B.,	Dorchester Center.
Peckham, Minerva A.,	South Walpole.
Powers, Ruth,	Orange.
Quirk, Agnes I.,	Dorchester.
Reynolds, Sadie G.,	Allston.
Ripley, Dorothy E.,	Natick.
Roper, Alice E.,	Allston.
Ryan, Mae C.,	Boston.
Spaulding, Annette B.,	Norridgewock, Me.
Sullivan, Marion C.,	Roslindale.
Taylor, Alma,	Norwood.

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